

NAEYC Policy Blueprint Summary

Guiding principles for policy making

- Does this policy increase integration?
- Does it improve quality?
- Does it support diversity, inclusion and access/
- Does it increase compensation parity?

Policy Areas

1) Professional Standards

Professional standards define the what, or the content of professional preparation and ongoing development. State policies should specify qualifications and ongoing development required for all early care and education professionals. These specifications should address levels and content of education as well as ongoing development. The preparation and ongoing development requirements for these various roles also should be explicitly detailed in career-pathway policies aligning and connecting content

2) Career Pathways

Professional Standards should align and create coherent career pathways for early childhood professionals. State policy should support continuous progress of individuals.

3) Articulation

Part of creating a career pathway and building capacity to meet required professional standards involves developing and enforcing policies around articulation. Articulation includes the transfer of professional development participants' credentials, courses, credits, degrees, etc., as well as student performance-based competencies, from one program or institution to another, ideally without a loss of credits.

4) Advisory Structure

Effective PD Systems are supported by a policy requiring a specific group of people to focus on this work. State policy should require the creation of an advisory structure to examine needs and provides policy recommendations to the entity or combined entities funding the professional development system. The advisory body should be free standing and have some authority or direct link to authority in the states governance structure.

5) Data

Data are essential to gauge any impacts and systems change. State policies should require the methods and collection of specific data and also mandate non-duplication of efforts, cross-sector data collection, sharing, and alignment. Policies should also require comprehensive workforce studies.

6) Financing

PD Systems benefit from financing policies that ensure monies are directed where they are most needed and that they are used efficiently. State policies should support: Financial support for early childhood professionals; financial support for programs/workplaces; explicit rewards and compensation parity; Financing of the professional development system infrastructure.